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| **Language and**  **Level / Grade** | Level 2  Novice High / Intermediate Low | | | | Approximate Length of Unit | | | | | 6 weeks | |
| Approximate Number of Minutes Weekly | | | | | 250 minutes | |
| **Theme/Topic** | Personal and Public Identities: The Faces of Me | | | | | | | | | | |
| **Essential Question** | What determines identity?  Who is the “real” me? | | | | | | | | | | |
| **Learning Scenario** | Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotying in their own lives and consider how the media contributes to stereotyping. They will create a and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves. | | | | | | | | | | |
| **Goals** | Learners will be able to:   * describe their public and private identities and explore the identities of others * comment on personal and cultural stereotypes and compare character traits across cultures * name perceived positive and negative character and personality traits * describe the selfies and self portraits of others commenting on what is seen and what is known about those in the images * share opinions on the advantages and disadvantages of social media identities * tell the story of when a particular selfie/image was taken | | | | | | | | | | |
| **Summative**  **Performance Assessment** | **Interpretive Mode** | | | | | | | | | | |
| Read biographical and/or autobiographical texts and demonstrate comprehension using the IPA Interpretive Comprehension Guide. | | Read article/infographic on phenomenon of selfie and demonstrate comprehension. | | | | | Watch video on stereotypes and complete a graphic organizer. | | | |
| **Presentational Mode**  **“On Demand”**  Explain who you are in terms of your public and personal identity. Comment on how your identity changes in different situations. How does your personality change in different situations? What might you change about your inner self? your outer self? if it was easy to change? Why would you make that change?  **Project-based**  Create a product that can be shared with others, one that captures your personal and public identity Consider how others perceive you. Compare your inner and outer self to others.   * outer cover of a book, inside content * outer mask, inner mask * two voice poem between your inner and outer self | | | | | **Interpersonal Mode**  Students pair to discuss what they have learned about personal and public identities. They comment on character traits sharing those that they value the most and commenting on how they identify those traits in others. Finally, they ask for and share their opinions on selfies sharing their favorite selfie and explaining the moment when it was taken. | | | | | |
| **Cultures**  (Sample Evidence) | **Products and Perspectives** | | | | | **Practices and Perspectives** | | | | | |
| passports, identity cards, zodiac and what those products convey about identity | | | | | consider habits toward use of social media and what those habits indicate about target culture | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections** | | | | | **Acquiring Information and Diverse Perspectives** | | | | | |
| Security: internet safety, right to privacy  Math: statistics, percentages  Art: self-portraits  History: personal crests | | | | | infographics on use of social media, use of seflies | | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | | **Cultural Comparisons** | | | | | |
| national identity slogans, proverbs (I think, therefore I am.) | | | | | symbols of national identity – emblems, slogans, anthems  cultural heroes | | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | | **Lifelong Learning** | | | | | |
| class identity infographic pages posted for others – who are we | | | | | assess own progress toward learning goals; reflect on personal and public identity | | | | | |
| **Connections to Common Core** |  | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | |
| Language Functions | | | | Related Structures / Patterns | | | | | Priority Vocabulary | | |
| describe others using positive and negative character traits | | | |  | | | | | **Tier 1**  positive character traits  negative character traits  traits of heroism  activities  **Tier 2** | | |
| connect perceived character and personality traits to specific actions | | | | to be, adjective agreement and placement | | | | |
| identify character traits common to heros and anti-heros | | | |  | | | | |
| give biographical and autobiographical information | | | | present tense, subject pronouns | | | | |
| express surprise when learning true facts | | | |  | | | | |
| compare “real” appearance to “professional” appearance | | | | At home, I am ….more, less  He looks like, I think he is…. | | | | |
| indicate your relationship to others and identify your character in terms of that relationship | | | |  | | | | |
| explain who you are if “we are what we do” | | | | adverbs of frequency | | | | |
| explain why “beauty is only skin deep” giving an example from a movie or personal experience | | | |  | | | | |
| explain who I am using a storyboard platform like snapchat | | | | present tense | | | | |
| tell the story of a particular image and why you captured the moment | | | | past tense  Last week, I went….we…  I took…. I was …. and I wanted to remember | | | | |
| **Key Learning Activities/Formative Assessments** | | | | | | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | How does this activity support the unit goals or performance tasks? | | | | | Mode of Communication | | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
| Take a selfie. Post it to the class webpage/blog. Share a bit about what others see and share about the moment. | | describing character and personality traits | | | | | presentational | | | | S |
| Create a visual identity using <http://www.tagxedo.com>. | | describing personal identity | | | | | presentational | | | | S |
| Pair to discuss a self-portrait or image. Talk about the person. Speculate on who they are, what they do, think, feel. Come to an agreement | | compare “real” and “professional” identities | | | | | interpersonal | | | | S |
| Read and write biopoems. | |  | | | | | interpretive  presentational | | | | S |
| Read information on internet safety. Discuss your personal habits with others. Create campaign to warn pre-teens about the dangers of posting too much information and/or inappropriate images. | |  | | | | | interpretive | | | | C, W |
| Give students cards with various character traits. Create cards so that students will have “families” – all traits match. Students circulate asking and answer questions to find their partners without using the words on the cards. They group by family and create a quick selfie, then write a brief explanation of their “family”. | |  | | | | | interpersonal  presentational | | | | S |
| Pair students to discuss their instagram photo. Have the conversation begin with “Am I my instagram? and have students determine reasons for ans against citing evidence suggested by the image. Allow pairs to talk for no more than 2 minutes, then rotate and repeat with new partner. | |  | | | | | interpersonal | | | | S |
| Have students find a cultural image of a person where a few facts are known. Ask them to create a card with the image on the front and the facts on the back. Post cards in room. Students do a gallery walk viewing 4-5 images and write down the facts according to the image. Students return to seats and share what they have written with a partner. The facts of the image are then shared with the class. | |  | | | | | interpretive  presentational | | | | C, W |
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| **Resources** | | **Technology Integration** | | | | | | | | | |
| **All**  Stereotypes – The History of Tattoos [**http://thehistoryoftattoosbykristajarman.weebly.com/stereotypes.html**](http://thehistoryoftattoosbykristajarman.weebly.com/stereotypes.html)  Art at Arm’s Length: A History of the Selfie (in English) <http://www.vulture.com/2014/01/history-of-the-selfie.html>  **French**  Prévert – Le Cancre – (identity inside/outside of school)  La Belle et la Bête – excerpts from original  Stereotypes –  C’est quoi un stéréotype? <https://vimeo.com/88978636>  Cliché - <https://www.youtube.com/watch?v=OCIAyHEFTrQ> | | capture identity in an image: http://www.tagxedo.com | | | | | | | | | |